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Teacher Motivation Behavior: The Importance Of Personal Expectations, Need Satisfaction, And Work Climate

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ABSTRACT

Teachers, as one of the elements in the teaching and learning process, play multiple roles, not only as teachers transferring knowledge but also as guides who encourage the potential of students to develop alternatives in learning. This means that teachers face complex tasks and responsibilities in respect of the achievement of educational goals where they are required to not only master the subject area being taught but are also required to display a personality suitable foracting as a role model for students. Therefore, teachers are required to optimize their performance in carrying out the task. The complex tasks and responsibilities of achieving educational goals relate to teachers' motivation, so that good intentions will encourage teacher activities. Teachers become educators based on their motivation to teach. If a teacher has no motivation then they are unlikely to be an effective educator. The factors that influence a teacher's motivation are focused on personal expectations, need satisfaction, and work climate. This paper comprises a literature review of several research findings aimed at deepening self-determination theory as one of the motivational theories that can be used to analyze the motivation of teachers based on both internal and external factors. In particular, it aims to explore the role of personal expectations, need satisfaction, and work climate, which can serve as a basis for further research into optimizing teacher motivation to teach.As the implication, different work climates mean that teachers must adapt to the condition of the school in which they teach. It is important that teachershave this ability as when they are able to adapt to a school's performance atmosphere, they are in turn able torealize personal expectations according to their needs and thus feel psychologically satisfied, which has a corresponding further impact on their motivation to teach.

Keywords: personal expectation; need satisfaction; work climate; teacher motivation

INTRODUCTION

Teachers, as one of the elements in the teaching and learning process, play multiple roles, not only as teachers transferring knowledge but also as guides who encourage the potential of students to develop alternatives in learning.This means that teachers face complex tasks and responsibilities in respect of the achievement of educational goals where they are required to not only master the subject area being taught but are also required to display a personality suitable for acting as a role model for students. Therefore, teachers are required to optimize their performance in carrying out the role. The complex tasks and responsibilities of achieving educational goals relate to teacher motivation, so that good intentions will encourage teacher activities (Indah, 2013). Teachers become educators because of their motivation to teach. If a teacher has no motivation then they will not be effective in educating or teaching.

Motivation is closely related to needs. An employee will have motivation when his needs are met, thus the needs of employees affect their motivation. Needs can be seen as physiological or psychological deficiencies that stimulate behavior. They can be strong or weak and are influenced by environmental factors, so that a human's needs will vary at different times and in different places. Psychologist Abraham Maslow developed a theory of motivation known as Maslow's hierarchy of needs that has been useful in explaining the entire spectrum of human behavior. Maslow argued that motivation is a function of five basic needs that make up the different levels in his hierarchy, comprising physiological, security, social, esteem, and self-actualization needs (Kreitner & Kinicki, 2014). Once each level of need is met, however, one's motivation does not disappear; rather, an individual will be motivated to seek increased fulfillment by moving to the next level. For example, the more successful an individual is in their attempt to develop as a teacher, the harder that individual will strive to attain greater improvement (Woolfolk, 2009). Furthermore, Frederick Herzberg, a psychologist from the University of Cleveland, developed the "two factor" theory of motivation (Herzberg's Two-Factor Theory of Motivation). According to this theory, there are two factors that contribute to affect a person's satisfaction in performing his job or task, namely motivators (if someone achieves job satisfaction in their work, this will drive a strong motivation level and ultimately lead to high performance), and hygiene factors (as the characteristics of a job that lead to job dissatisfaction if they are not present) (Kreitner & Kinicki, 2014). In our context, the two-factor theoretical perspective of teachers' motivation is that teachers who are satisfied with their work will have a positive attitude to the job and will be motivated to performit to the best of their ability. In contrast, however, things such as absenteeism, poor work, less passionate teaching, low achievement, displacement, or teacher turnover will result in dissatisfaction amongteachers in terms of the treatment they receive by the organization (in other words, the hygiene factors). A teacher will be satisfied if the rewards received are balanced with the energy and personal costs incurred, and if their intrinsic motivation is more dominant than the extrinsic motivation (Gunawan, 2011).

The theory of justice is a motivational model that explains how individuals struggle to be treated equally and fairly in social interaction or giving and

receiving relationships. As a process-based theory of motivation, the theory of justice explains how an individual's motivation to behave in a particular way is stimulated by feelings of injustice or a lack of justice (Kreitner & Kinicki, 2014). The perspective of the theory of justice, when associated with the motivation of the teacher, relates to an individual's satisfaction with the justiceor fairness of the reward received. Justice is defined as the ratio between the input (e.g., teacher education, teaching experience, number of hours taught, number of attempts put into school) and theoutput (e.g., wage or salary, awards, promotions) compared to other teachers in the same school or in other schools with the same level of inputs and outputs (Gunawan, 2011).

Based on the various motivational explanations outlined above, it can be seen that the more successful individuals are in their efforts to develop themselves as teachers, the harder they will continue to strive to achieve greater improvement. Teachers will be motivated to work if they perceive that any differences in terms of the short comings between their desired conditions and the actual conditions (i.e., reality) can be met, and when their intrinsic motivation is more dominant than the extrinsic motivation. Therefore, the study of motivational behavior for teachers is very important since it can affect the tasks performed and reflectsthe interaction that takes place between their attitudes, needs, perceptions, and the decisions made when carrying out their duties.

METHODS

This study comprises a literature review that aims to show the real conditions related to the motivation of teachers in teaching as part of the theory of self-determination. The basis of the theory of self-determination is the focus of various studies that have contributed greatly to the organization. The literature study method used in this study consists of an analysis of abstracts, research results, journal reviews, and book references. The e-database search was conducted in August 2016 to identify English-language peer-reviewed articles published in the last 12 years (2004–2016), with full versions available for download. The following electronic databases were used in the search: SAGE, Taylor & Francis, Springer Link, ProQuest, EBSCO, Cengage and Google Scholar.

DISCUSSION

When looking atthe study of motivation, the 1950s was a period of development of the concepts of motivation. The authors thus propose two general categories of motivational theories to explain the underlying psychological processes of employee motivation, namely the content theory of motivation and the theory of motivational processes (Kreitner & Kinicki, 2014). The content theories of motivation focus on identifying internal factors, such as instinct, need satisfaction, and the job characteristics that contribute to the generation of employee work motivation. These content theories comprise Maslow's hierarchy of needs, Alderfer's ERG theory, McClelland's theory, and Hertzberg's motivation-hygiene theory. The theory of the motivation process focuses on explanations pertaining to the influence of internal factors and cognition on employee motivation, covering

Adams' theory of justice, Vroom's Hope theory, and goal-setting theory (Kreitner & Kinicki, 2014).

Ryan and Deci developed the self-determination theory that focuses on the importance of intrinsic motivation in human behavior (Ryan & Deci, 2000). Self-determination theory is an interpretation that belongs to the humanistic approach and is a more recent approach to motivation focused on human needs. Consideration resulted in the selection of self-determination theory as it is one of the factors of motivation that drives resources from within the individual. Self-determination states that individuals need to feel that they are competent and capable in interacting, have multiple choices and feelings of control over their individual lives themselves, and that they connect with others as part of a social group (Woolfolk, 2009).

Self-determination constitutes the motivation of the individual that yields the greatest impetus to the individual behaving (Gagné & Deci, 2005; Deci & Ryan, 2008). Self-determination motivation has been the focus of various studies since this type of behavior contributes greatly to the organization. Individuals behave on their own volition, voluntarily, without feeling depressed, forced, or obliged to perform their actions. The factors that influence a teacher's motivational behavior to work focus on personal expectations, need satisfaction, and work climate. The following studies have been conducted in this area: personal expectations (Gagné & Deci, 2005; Anatan, 2010); the work climate (Gagné & Deci, 2005; Deci et al, 2001; Deci, Connell, & Ryan, 1989), and need satisfaction (Deci et al, 2001; Guay, Boggiano, & Valerand, 2001; Gagné, Ryan, & Bargmann, 2003; Arshadi, 2010; Baard, Deci, & Ryan, 2004).

The study of personal expectations assumes that people are motivated to behave in such a way as to create a desirable combination of wished-for outcomes. In general, expectation theory can be used to estimate motivation and behavior in any situation in whicha choice between two or more alternatives should be taken (Kreitner & Kinicky, 2014). Based on Vroom's theory of hope, Porter and Lawler (Gagné & Deci, 2005) proposed an intrinsic and extrinsic model of work motivation. Intrinsic motivation involves people performing an activity since they find it interesting and are able to gain spontaneous satisfaction from conducting the activity itself. Extrinsic motivation, on the other hand, denotes some form ofexternal reward, often between activities and at times on separate occasions, such as real or verbal rewards, which means that satisfaction is derived not from the activity itself but rather from the extrinsic consequences that result from (and thus lead to) the performing of the activity.

An individual will thus be motivated to work hard if there is a personal expectation that they anticipate becoming a reality. According to the theory of hope, the forces that motivate individuals to work well are influenced by the interrelationship between what is desired and needed and the extent to which the individual believes that the firm will satisfy their desire in return for the work they carry out. If there is a strong belief of gaining satisfaction, then the individual will work as well as possible, and vice versa (Anatan, 2010). This personal expectation can comprise aspects such as opportunities for education and training, the openness of leadership to teachers' suggestions, the provision of opportunities in

every policy, being open and respectful of work performance, and having the opportunity to take the initiative. One aspect of teachers' personal expectations was demonstrated in the results of research by Kruger, van Rensburg, and De Witt (2016), where a significant correlation was found between teacher expectations and experiences and teacher competence. In their study, the impact of this was illustrated in terms of the quality of teachers' self-development and professional attitude toward education and training in the context of developing distance learning programs.

The study of work climate is based on the theory of work design. A work plan is used when a leader suspects that the type of work an employee is doing or the characteristics of the work environment are giving rise to motivational problems (Kreitner & Kinicky, 2014). The work environment will greatly affect employee motivation, to the point where employee motivation will even change according to the work environment. If the work environment is very comfortable and all employees are able towork together well, this will result in increased employee work motivation and they will continue to be motivated to improve their performance for the company. Conversely, if the work conditions are suboptimal, for example, in the form of a disordered or dirty office, or somewhere that is uncomfortable and hot, this will affect the performance of employees. Additionally, if the work environment contributes to disputes or quarrels between employees, this will further reduce their motivation to work better.

Work climate relates to the condition or state of the working atmosphere, which in its optimal form feels comfortable, calm, and encourages employees to perform their jobs without any fear. A pleasant working climate will be created if relationships between humans develop harmoniously. Such a harmonious work climate is very supportive of individuals' work performance, with a comfortable and quiet working atmosphere enabling employees to work better. There also needs to be a level of work motivation in an organization. This type of motivation aims to encourage employees who perform below their maximum ability in their work (Sugiarta, Dantes, & Natajaya, 2013). According to Deci et al (2001), the support offered by the work environment, leadership, and the organization contributes to the development of the working climate. In relation to this, Gagné and Deci (2005) argue, based on laboratory experiments and field writing in other domains, that the working climate affects the satisfaction of the three basic psychological needs; as such, it can increase employee intrinsic motivation and promote the full internalization of extrinsic motivation. The work climate in a school is nothing but the communication between the principal and teachers, or vice versa, as well as existing communications between residents within the school. Work climate cannot be separated from teacher performance (Sugiarta, Dantes, & Natajaya, 2013). In addition to the communication between school principals and teachers, the work climate in school organizations also measures the relationship between school and society, relations between teachers, and the achievement of high academic standards and objectives (Hoy, Smith, & Sweetland, 2002).

The study of need satisfaction is related to the basic psychological needs of competence or achievement, autonomy and control or power, and relatedness or affiliation. This is also supported by McClelland's theory of need (Kreitner &

Kinicky, 2014), which consists of the following needs: the need for achievement—the desire to do something as quickly and as independently as possible; the need for affiliation—the desire to spend time maintaining social relationships, join groups, and wanting to be loved; and the need for power—one's desire to influence, train, teach, or encourage others to excel. According to Arshadi (2010), the influence of autonomy supports work motivation and job performance in the mediation of need satisfaction.

Ryan and Deci (2000) declared competence to be one of the three basic psychological needs; it provides energy for human activity and must be satisfied for the attainment of long-term psychological health. Autonomy, as the second basic need, involves the experience of integration and freedom and is an important aspect of healthy human functioning. While relatedness refers to the desire to feel connected with others, to both love and care for and be loved and cared for. The need for autonomy is satisfied when, at the deepest level of reflection, individuals believe that what they do has beenfreely chosen and is consistent with their core values. The need for competence is satisfied when individuals believe they have the skills and resources needed to accomplish their tasks and achieve their goals. Finally, the need for relatedness is satisfied when anindividual feels a sense of connectedness and that they are appreciated by others (Meyer & Maltin, 2010). The study of the relevance of basic psychological needs and personality factors to teachers' intrinsic teaching motivation reveals that personality factors can predict teacher motivation, and that the satisfaction of basic needs is positively correlated tointrinsic teaching motivation in school (Hanfstingl, Andreitz, Muller, & Thomas, 2010). This is consistent with Ryan and Deci's explanation that support and basic needs satisfaction are essential for developing intrinsic motivation (Ryan & Deci, 2000).

IMPLICATION

The authors constructed the hypothesis that in order to develop teacher motivation, personal expectations as internal factors and work climate as an external factor must first have an effect on need satisfaction. This forms the basis of the consideration that motivational behavior occurs continuously, i.e. starting from the unmotivated (amotivation), moving to an emerging extrinsic motivation, and then progressing to intrinsic motivation (Ryan & Deci, 2000). Self-determination theory proposes a multidimensional view of motivation and how various types of motivation can be promoted. First, amotivation is defined as the absence of motivation for an activity. Second, intrinsic motivation is defined as the doing of activities for theirown sake as they are attractive and pleasing things to do in their own right. Third, extrinsic motivation refers to engaging in an activity for instrumental reasons, such as receiving awards and approval, avoiding punishment or criticism, increasing one's self-esteem, or achieving personal goals (Deci, et al, 2001).

Personal expectations and work climate have the potential to increase need satisfaction, where need satisfaction plays an important role with the potential to improve teacher motivation and behavior. As a consequence, different working environments enable teachers to adapt to the conditions in which they teach. This

is necessary because when teachers can adapt to the school's performance atmosphere, they are able to realize their personal expectations according to their needs, thereby experiencing satisfaction and producing an impact on their motivation to teach. Of course, each teacher will experience a different degree of need satisfaction, for both teachers with state civil servant status and those with honorary status. Therefore, taking into account the personal expectations of each teacher, the work climate in the school and need satisfaction will have positive implications for teacher motivation and behavior. Teachers will come to feel not only internal motivation, but they will also realize that there is external motivation when doing activities in school. The next implication is the need for research instruments in accordance with the culture and behavioral conditions of teachers' motivation to teach that take into consideration the diverse cultures of the State of Indonesia. Therefore, further research should seek to develop such appropriate designs and research instruments.

CONCLUSION

This research based on the importance of personal expectations, need satisfaction, and work climate has revealed that personal expectations and work climate have the potential to increase the satisfaction of needs, where such need satisfaction plays an important role in enhancing teacher motivation. Similarly, in one study on the relevance of basic psychological needs and personality factors on teachers' intrinsic motivation to teach, personality factors were found to predict teachers'motivation to teach and basic need satisfaction was found to be positively correlated with intrinsic teaching motivation in schools.This study provides a conceptual foundation to support and add to the motivation development literature based on self-determination theory, where, in this case, the authors have not found a direct study of how the behavior of teacher motivation in terms of personal expectations and work climate is mediated by the satisfaction of needs. Empirical information concerning thepredictors that influence teachers' motivation can be used as a basis for determining the type of coaching for teachers to help develop a high motivation to teach, especially in East Java. This type of research could thus really create the quality of professional teacher competence.

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